TEACHERS CANDIDATES' REVIEWS ON TEACHER CANDIDATE TRAINING SYSTEM*

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ABSTRACT

In our country, as a result of the appointment in some different disciplines, nearly 30000 teacher candidates could be a part of education system. Also, a new revision has been completed on teacher candidate training and it has been put into action. Teacher candidates have been trained for six months after they have been appointed. These teachers can change their cities or schools from the schools they have been appointed. Each teacher candidate has got a supervisor chosen from experienced teachers. It is seen as important for searching that how the new model can affect applications and how it serves the purpose of teacher candidates' needs. In this manner, the aim of this study is to analyze teacher candidates' remarks on teacher candidate training process. This study is designed as a qualitative research to get information about teacher candidates' ideas on teacher candidate training process. The participants of this study are 10 teacher candidates appointed for first time in February, 2016. In order to get information for the study, an interview form consisting of open-ended questions designed by the researchers is used. In this study, to analyze the data, NVivo 11 that is a data analysis program is used. According to the findings, while some teachers get this process as experience gaining, some teachers see it waste of time or got in stuck between being teacher and intern teacher. In the process, teachers indicated that they have gained required skills concerning experience in occupation, classroom interaction, didactics, problem solving, and managerial workloads.

STRUCTURED ABSTRACT

Purpose

In our country, there have been a number studies on teacher education system and thanks to those studies, it has been aimed that the

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problems and suggestions for those problems have been determined. Via preservice education, the adaptation for the profession of teachers has been aimed to be accomplished with the help of some courses such as "Teaching practice and School Experiences". However, novice teachers face a number of problems. In our country, thanks to the appointments in February, 2016, nearly 30000 teacher candidates from different disciplines have been a part of education system. At the same time, a revision that has defined the process of being preservice teachers has been conducted and in that year, it has been put into practice. Teacher candidates have been applied a training process in their first six months. Those teachers have a chance to change their training process in different schools from they have been appointed; nearly one fifth of the candidate teachers have been in Ankara, İstanbul or İzmir in their training process. The training process has been carried out by the supervisors and administrators in schools via the curriculum determined by the Ministry. Each one of the teacher candidates has a supervisor who has been determined from the experienced teachers in schools.

In teacher candidate training program, it is thought that the courses based on "practicum" have not been adequate for acquiring the necessary experiences of preservice teachers (Altintas & Görgen, 2014). In the revised training program, they have been in 26-weeks program and their supervisors could be helpful for them. In teacher education, in-service teacher training is as important as preservice teacher training. Thanks to this revision, it is aimed that teacher candidates can acquire new experiences for their professions. This study is seen as important for determining the reflections of the new program namely Teacher Candidate Training Program on practice, how it is helpful for the teacher candidates, the problems of the first application, the deficiency of the new program and some suggestions in order to improve the new program. In this sense, the aim of this study was the determination of the process of training teacher candidate (PTTC) on the view of teacher candidates' ideas. For this reason, the lack of the training program, the attributions of it for the teacher candidates, the differences of it from preservice teacher training education and the performances of the supervisors have been aimed to be determined in this study.

Method

This study was designed as a qualitative research method for the aim of determining the views of preservice teachers on the process of preservice teacher training. The sample of this study was 10 teacher candidates who were randomly selected from teacher candidates appointed in February, 2016. In this study, in order to collect data, the interview form that was developed by the researchers was used. In data analysis process, NVivo 11 program that is a computer-assistant qualitative data analysis program was used. In this program, in order to make data analysis easier, a code was defined for each one of the questions; and then each one of the teacher candidates' answers were coded word by word and sentence by sentence as using in-vivo code maker.

Discussion and Conclusions

Some of the teacher candidates think that it is a process of acquiring professional experiences; however the others believe that it is a

time-consuming process. Additionally, some of the teachers state that it is a process which gets stuck into being a real teacher and being an intern teacher. Teacher candidates also state that they are demotivated because they are seen as a real teacher in their training schools. When the courses on practicum and school experiences given at universities, it is seen that many of the teacher candidates can pay attention to these courses (Altintas & Görgen, 2014; Kirksekiz, Uysal, Isbulan, Akgun, Kiyici & Horzum, 2015; Yildiz, 2012; Yilmaz & Kab, 2013).

After a supervising period, intern teachers stated that they could be more satisfied with their professions and they could be more successful while solving official problems (Boreen, 2009, p.25). In Turkey, since there is not a guidebook in which guidance information for teacher candidates, those teachers have to fend themselves on this field (Toker Gokce, 2013). If teacher candidates have not any guidance, their professional development will be both problematic and time-consuming (Azar & Cepni, 1999). The process of training teacher candidate can be a well-designed program in order to solve the problems of training teachers until today. In this sense, this program should go on as reducing its deficiencies and teachers should not be started at being a principal teacher without attending the training program.

It is stated that one of the problems in the training program is the huge number of formal forms and those are very time-consuming. It can be thought that those forms can cause consume lots of time for both teacher candidates and their supervisors, so the training program is not so efficient for them. The teacher candidates in this study stated that they fulfilled the form that supervisors had to fulfill. Additionally, it can be said that enough attention did not paid during fulfilling those forms. One of the most important details of this program is the permission of attending the training program in different cities from the appointed ones. In general, teacher appointments are conducted in the east of Turkey. However, teacher candidates in the program completed the process in the west of Turkey. Duskun (April, 18, 2016) stated that this program was a handicap to adapt the appointed schools and it could retard the adaptation process of the appointed schools.

Ozdemir and Yalin (2000) mentioned about teacher candidates need to academic support and help during their first years and they stated that the first years of teaching process had a critical period. Gokyer and Ozer (2014) also stated that intern teachers who could succeed to be appointed needed to be supported by guidance teachers. As a result of this study, it was found that the teacher candidates were not pleased to the supervisors' performances during the program. As for the reasons of this problem, they stated that supervisors were not volunteers, they did not have a financial profit and they did not have enough information about this program.

It can be said that teacher candidates have less problem than the previous ones in their first years in the schools thanks to the program of training candidate teacher. The teacher candidates in this study stated that they had some important skills such as professional experiences, introducing a course, problem-solving, knowing on formal processes thanks to this program. According to Toker Gokce (2013), the first experiences on teaching could affect the all teaching process during the

whole life; and a teacher candidate who is trained adequately at the beginning of his/her professional life can adjust easily to school atmosphere and teaching process.

Suggestions

As a result of the study, it can be said that teacher candidate training program can be very effective on training teacher candidates. As following the teachers who have been participated in teacher candidate training program in the schools, some precautions can be designed in terms of their problems in their appointed schools. In teacher candidate training program, the role of supervisor is crucial. As a result of this study, as considering the views of the teacher candidates, it can be said that studying on this field is seen as a necessity. For this reason, some revising studies should be carried out by Ministry of National Education and supervisors should attend the process adequately.

Keywords: Teacher candidate, teacher training, supervisors.

ADAY ÖĞRETMEN YETİŞTİRME SİSTEMİ ÜZERİNE ADAY ÖĞRETMENLERİN DEĞERLENDİRMELERİ

ÖZET

Ülkemizde 2016 yılı Şubat ayında farklı branşlarda yapılan atamalarla 30 bine yakın aday öğretmen eğitim sistemine katılmıştır. Aynı zamanda aday öğretmenlik sürecini yeniden tanımlayan bir düzenleme yapılmış ve uygulamaya geçilmiştir. Aday öğretmenler, adaylıklarının ilk altı ayında yetiştirme sürecine tabi tutulurlar. Aday öğretmenler, adaylık süreçlerini atandıkları okullar yerine kendi tercihlerine uygun olarak farklı illerde geçirme olanağına sahiplerdir. Her bir aday öğretmenin deneyimli meslektaşları arasından belirlenmiş bir danışmanı bulunmaktadır. Aday Öğretmen Yetiştirme Programı modelinin uygulamaya nasıl yansıyacağını, mesleğe yeni başlayan öğretmenlerin gereksinimlerini ne ölçüde karşılayacağını incelemek önemli görülmektedir. Bu bağlamda bu araştırmanın amacı, aday öğretmen yetiştirme sürecinin aday öğretmen görüşlerine göre değerlendirilmesidir. Bu araştırma aday öğretmenlerin aday öğretmen yetiştirme sürecine ilişkin görüşlerinin belirlenmesi amacıyla nitel araştırma yaklaşımına göre desenlenmiştir. Araştırmanın çalışma grubunu 2016 yılı Şubat ayında öğretmenlik mesleğine ilk defa atanmış 10 aday öğretmen oluşturmaktadır. Araştırmada verilerin elde edilmesi amacıyla araştırmacılar tarafından hazırlanan açık uçlu sorulardan oluşan görüşme formu kullanılmıştır. Veri analizinde bilgisayar destekli nitel veri analizi programı olan NVivo 11 programı kullanılmıştır. Araştırmada elde edilen bulgulara göre öğretmenler bu süreci mesleki tecrübe kazanımı olarak görmekte iken bazıları zaman kaybı ve bazıları da öğretmenlik ile stajyerlik arasında sıkışmışlık olarak görmektedirler. Öğretmenler bu süreç boyunca mesleki tecrübe, sınıf içi iletişim, ders anlatma, problem çözme, idari işlerin uygulanışı hususlarında gerekli becerileri kazandıklarını belirtmişlerdir.

Anahtar Kelimeler: Aday öğretmen, öğretmen yetiştirme, danışman öğretmen.

Introduction

According to Turkish Language Society, teachers are "someone whose profession is teaching a science, an art or technical knowledge." According to Recommendation concerning the Status of Teachers that was accepted by International Labor Organization (ILO) and UNESCO, teachers are "responsible for educating the students in schools" (Gulmez, 1991). In our country, there have been a number studies on teacher education system and thanks to those studies, it has been aimed that the problems and suggestions for those problems have been determined. Especially in the studies in which the comparisons of different countries' education systems and the success of international exams, it has been realized that the most significant factor in education has been teachers. In our country, the problem of the lack of teachers in schools has been basically solved via teacher appointments until 2015; in this way the number of teachers in 2005 was determined as 591.000 in Turkey, however in 2015 it was seen that the number of teachers reached 894.511 (Gonulacar, 2016). Yet, it is seen that the most important variable for the problems in education is teacher. Via preservice education, the adaptation for the profession of teachers has been aimed to be accomplished with the help of some courses such as "Teaching practice and School Experiences". However, novice teachers face a number of problems. In the study conducted by Korkmaz, Saban and Akbasli (2004), the problems of novice teachers have been listed as below;

1. The process of legal or formal applications (for instance, how formal correspondences can be completed)

2. The adaptation of being a teacher (for instance, preparing the school for learning)

3. The process of carrying out the teaching (for instance, preparing teaching materials, having suitable materials for teaching and selecting the suitable teaching method for courses and applying them)

4. Classroom management (for instance, adjusting the students for the courses and motivating them, managing the classroom and interacting effectively with the students)

5. Adapting both school and the environment (for instance, communicating with parents and adapting the school culture)

6. Teaching some courses (for instance, the lack of knowledge on teaching the terms, skills, culture and activities)

In our country, thanks to the appointments in February, 2016, nearly 30000 teacher candidates from different disciplines have been a part of education system. At the same time, a revision that has defined the process of being preservice teachers has been conducted and in that year, it has been put into practice. Teacher candidates have been applied a training process in their first six months. Those teachers have a chance to change their training process in different schools from they have been appointed; nearly one fifth of the candidate teachers have been in Ankara, İstanbul or İzmir in their training process. The training process has been carried out by the supervisors and administrators in schools via the curriculum determined by the Ministry. Each one of the teacher candidates has a supervisor who has been determined from the experienced teachers in schools. The Ministry has assigned school administrators for determining the supervisors after it has defined some basic criteria for being a supervisor. According to those criteria, supervisor should have been teaching for at least 10 years, s/he should be a part of national or international projects, s/he should participate in social or cultural activities and s/he should have an effective communication skill. For this way, 35000 supervisors have been determined in Turkey and those supervisors have participated in a 10-days training program (Duskun, April, 18, 2016).

In teacher candidate training program, it is thought that the courses based on "practicum" have not been adequate for acquiring the necessary experiences of preservice teachers (Altintas & Gorgen, 2014). In the revised training program, they have been in 26-weeks program and their supervisors could be helpful for them. Nearly 30000 teacher candidates have been in a training program which has been started in 1 March 2016 and going on the end of August. In this process, practicum has been divided into three parts namely, in-class, in-school and out-of-school. Within the context of in-class activities, a teacher candidate can teach in the classroom under the observation of his/her supervisor, additionally they can be a hall monitor with the help of their supervisors, yet they cannot be hall monitor alone. In-school activities generally consists of some tasks that can be completed with school administrators and in these activities, the process of school administration can be aimed to be taught. In the context of out-of-school activities, it is planned that teacher candidates can visit counseling and research centers, public education centers or museums.

In teacher education, in-service teacher training is as important as preservice teacher training. Thanks to this revision, it is aimed that teacher candidates can acquire new experiences for their professions. Sari and Altun (2015) stated that in their early years, teachers have some problems and it was an inexperience process for the candidate teachers; with the exciting attitudes towards having a new profession and changing conditions, candidate teachers needed to counseling in their early years. In this revised program, the importance of supervisors' role has been understood. This study is seen as important for determining the reflections of the new program namely Teacher Candidate Training Program on practice, how it is helpful for the teacher candidates, the problems of the first application, the deficiency of the new program and some suggestions in order to improve the new program. In this sense, the aim of this study was the determination of the process of training teacher candidate (PTTC) on the view of teacher candidates' ideas. For this reason, the lack of the training program, the attributions of it for the teacher candidates, the differences of it from preservice teacher training education and the performances of the supervisors have been aimed to be determined in this study.

Method

This study was designed as a qualitative research method for the aim of determining the views of preservice teachers on the process of preservice teacher training. Qualitative research design is a kind of research method in which interview, observation or document analysis techniques are used as qualitative data collection instruments; and actions or perceptions are aimed to be declared in their natural environment as a realistic and holistic way (Yildirim & Simsek, 2006).

Research Sample

The sample of this study was 10 teacher candidates who were randomly selected from teacher candidates appointed in February, 2016. Three of the participants were males and seven of them were females. Except for one participant, all of the participants were in different cities from the appointed schools during the training program.

Data Collection Instruments

In this study, in order to collect data, the interview form that was developed by the researchers was used. In the process of developing the interview form, first of all, the related literature was examined and then interview questions were developed. In this process, additionally, the researchers decided the interview questions together while discussing them one by one. Then, as for consultation, two instructors in Educational Sciences Department were consulted as for expert opinions; and thanks to their suggestions, some of the questions were rewritten and some of them were eliminated. At the end of this process, the appropriateness of the interview form for the

participants and for the aim of the study was determined. Merriam (2015) stated that semi-structured interviews help the participants in order to express their ideas in their own world. Additionally, Merriam (2015) suggested that the questions in the semi-structured interviews should be open-ended for the aim of reaching the real ideas in that world.

The open-ended questions which were asked in the interview form were given below
1. According to you, what is a teacher candidate?
2. What are the contributions of the process of training teacher candidate to you?
3. According to you, what are the deficiencies of teacher candidate training process?
4. What are the differences between your preservice teacher training education program or practicum process and teacher candidate training process?
5. Could you value the performance of your supervisor during the training process?
6. What are your other comments/opinions on teacher candidate training process?

Data Analysis

In data analysis process, NVivo 11 program that is a computer-assistant qualitative data analysis program was used. In this program, in order to make data analysis easier, a code was defined for each one of the questions; and then each one of the teacher candidates' answers were coded word by word and sentence by sentence as using in-vivo code maker. In this process, direct citations and teachers' own words were used. In order to determine the themes, similar codes were coded to define themes by the researchers and those codes were collected under the basic themes. With the help of NVivo's maps, the themes and the relationship between them were visualized.

The validity and reliability of the research

The appropriate validity and reliability methods were used for this qualitative research design. In this sense, the terms known as plausibility, transmissibility, consistency and testability were used.

Plausibility: A detailed report on collected data and a declaration of how the researcher reaches the data are some of the important criteria for the validity of a qualitative research design (Yildirim, 2010). In this study, some quotations of the participants' answers were used. While giving those quotations, it was paid attention that the sample quotations could reflect the general ideas of the participants.

Transmissibility: In order to improve the transmissibility of a qualitative research, two methods are suggested. The first one of them is detailed description and the second one is purposive sampling (Erlandson, Haris, Skipper & Allen, 1993: as cited in Yildirim & Simsek, 2006). In this study, in order to improve the transmissibility, detailed descriptions were used; the properties of the participants and the process of data analysis were introduced in a detailed way.

Consistency: For the aim of having consistency, two researchers of this study examined and then coded the answers of the teachers separately. Those separated codes' similarity percentages were analyzed. As for integration rates, the equalization rates determined by Miles and Huberman (1994); that is $P=(Nax100)(Na+Nd)$ (P: percentage of integration, Na: integration rate, Nd: Rate of non-integration) was used in this study. The rate of the integration analyzed by the researchers was found as 76.4%. It was claimed by Yildirim and Simsek (2006) that if the percentage of integration is higher than 70%, this rate will be accepted as reliable. The data for this study indicated that this study could be thought as reliable.

Testability: The term testability refers that a researcher tests his/her data consistently and s/her can declare the data logically for readers (Aldan Karademir, 2013). In this sense, one of the

researchers on this study coded the same data twice in different times and integration percentage of those codes was found as 77%. It was thought that the percentage of integration for this study could supply testability.

Findings

In this session, the answers of the participants in the open-ended questions were analyzed and the themes of those answers were presented visually. Accordingly, at the end of each theme, the quotations from the answers of the participants were given directly.
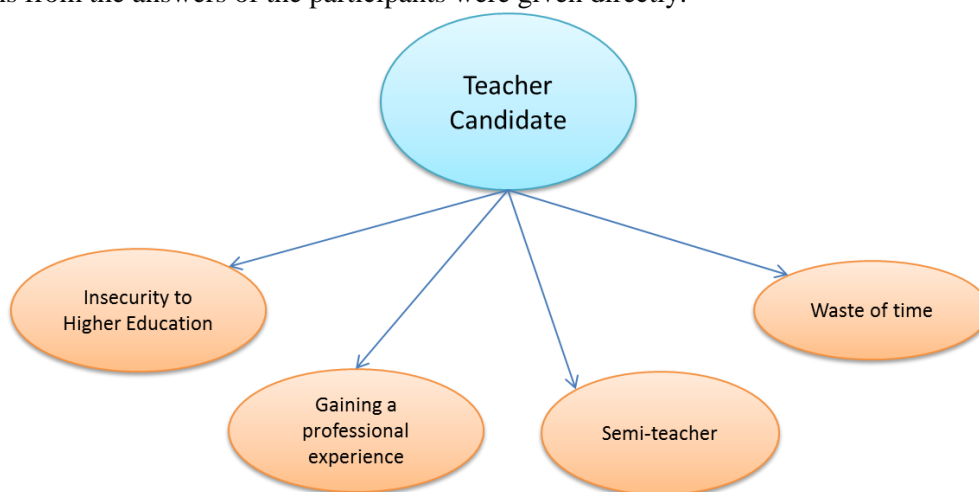

Figure 1. *The view of the teachers on the term of being a teacher candidate.*

As it was seen in Figure 1, teachers defined the term being a teacher candidate partially positive and some partially negative. They especially described this term as gaining a professional experience and being a semi-teacher. The views of the teachers were given below;

"…Teacher Candidate is the lack of confidence of government for the education at universities and its own organizations, and so the government divests teachers as being a real teacher." (T1)

"….Teacher Candidate is someone who tries to learn being a teacher via fulfilling some forms instead of having experience." (T4)

"…Being a teacher candidate is a preparation period for being a teacher which is a holly job, and it is very useful." (T2, T5 and T8)

"… Being a teacher candidate is a worthless 6-month in which an internship period is forced! Yes, it is not so unsuccessful, but we could have learnt some experiences in our own lessons instead of participating in others' lessons." (T6)

"… Being a teacher candidate is an educational period in which teachers get stuck in the practicum and being a real teacher." (T7)

"… Being a teacher candidate is a term that I cannot understand and in this period, I would like to say that I'm not a real, candidate or official teacher, I'm just a teacher." (T9)
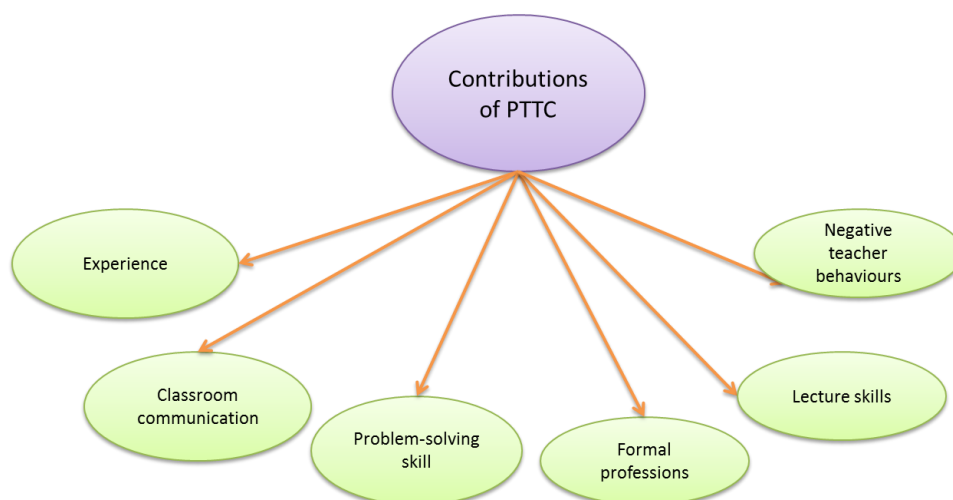
Figure 2. *The views of teachers on contributions of of the process of training teacher candidate.*

As it was seen on Figure 2, teachers stated that this process was helpful for them on the field of having experience, understanding the formal professions and acquiring some different skills. The views of teachers on this theme were given below;

"…I benefited from the experiences of my supervisor teacher and some other teachers whose I met in that process." (T1)

"… I had a chance to spend time with the students and I could introduce a lesson. I also got information about the formal processes." (T4)

"… I learnt the teaching process for a theme; I observed the dialogs with the students." (T5)

"… It gave a chance to me in order to learn interacting with students, having control for the lessons and finding different solutions for the problems in the classrooms." (T8)

"… There was not any positive idea that I heard or observed from the experienced teachers; on the contrary, I learnt that I will never be like these teachers." (T9)

"… I thought that I could learn the process of formal tasks and how I could behave for even the smallest problems of the students". (T10)
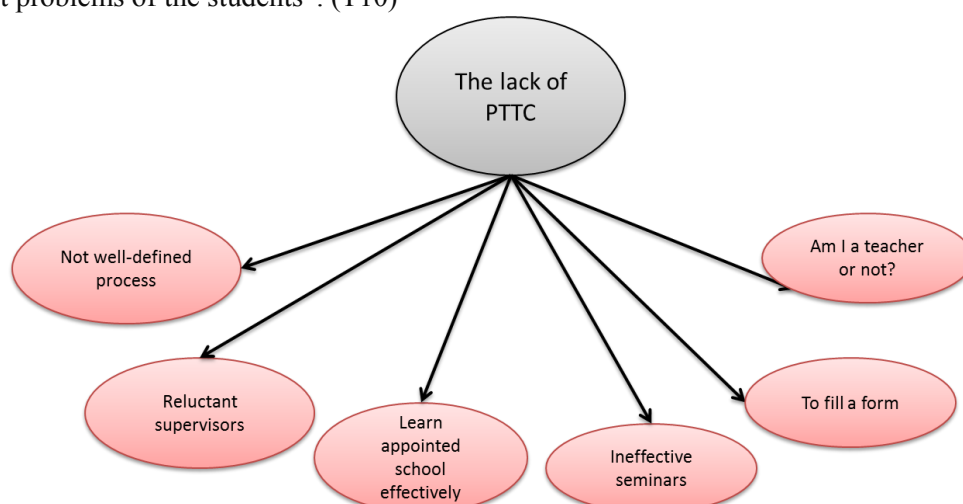
Figure 3. *The views of teachers on the lack of the process of training teacher candidate.*

As it was seen on Figure 3, teachers stated that the problems of this process were reluctant supervisors and their insufficient knowledge on this process, not a necessity to complete this process in the appointed schools and necessity to fulfill a lot of forms in this process. The views of teachers were given below;

"… The number of form that should be fulfilled was very much and unnecessary, I think. Additionally, teacher candidates are not thought as real teachers and they get stuck in being an intern or real teachers." (T1)

" … Both supervisor and school administrators should be well-trained… The forms that we fulfilled were generally unnecessary and boring." (T2)

"… My appointed school and training school are totally different, so the training should be completed in the appointed school, otherwise teachers have problems." (T3)

"… When the students are informed about the training, they do not assume teacher candidates as real teachers." (T4)

"… A compulsory seminar program that has been started 8 am and goes on 3pm leads to put off this program." (T6)

"… Being participated in this program in our hometown. That is way, we could not learn our appointed school effectively and we faced some problems in those schools." (T7)

"… It is necessary that supervisor should think positively for the teacher candidate. Many of supervisors think this program as drudgery." (T8)
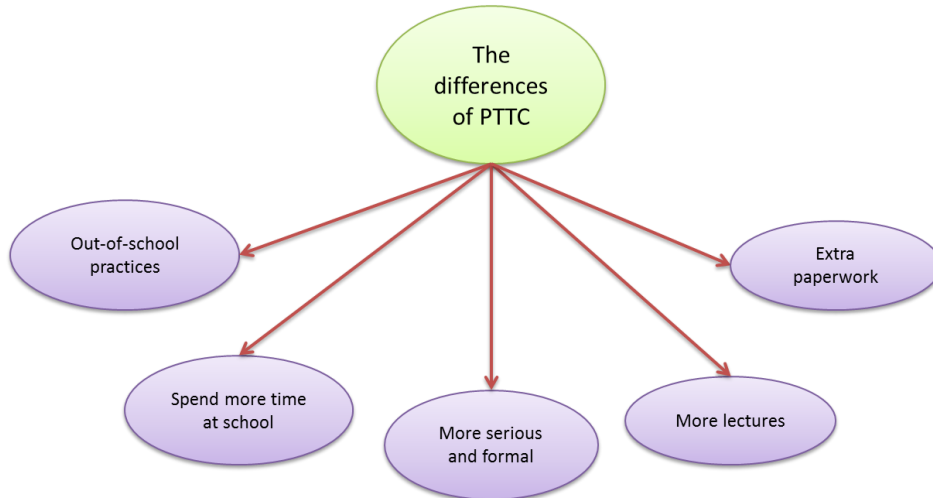

Figure 4. *The views of teachers on the differences between the process of training teacher candidates and preservice education.*

As it was seen on Figure 4, teachers believed that there were out-of-school activities in the training process, they could spend time at schools thanks to this training process and the process of training teacher candidates was more serious than preservice education. The views of teachers were given below;

"… The activities given both in school and out-of-school." (T1)

"We had to go to school just one day per week in the practicum, yet we had to go to school for four days in a week in the training program, and we could introduce some courses. Actually, it is similar to practicum, but it is not a practicum, there are lots of formal documents." (T3)

"… At university, it was not serious, but the training program was more serious and formal than the practicum." (T5)

"… In the being a teacher candidate process, introducing lessons give a chance to manage classroom effectively." (T8)

" … The differences of them were the huge number of formal documents and having to be participated in the lessons in the process of training teacher candidate." (T9)
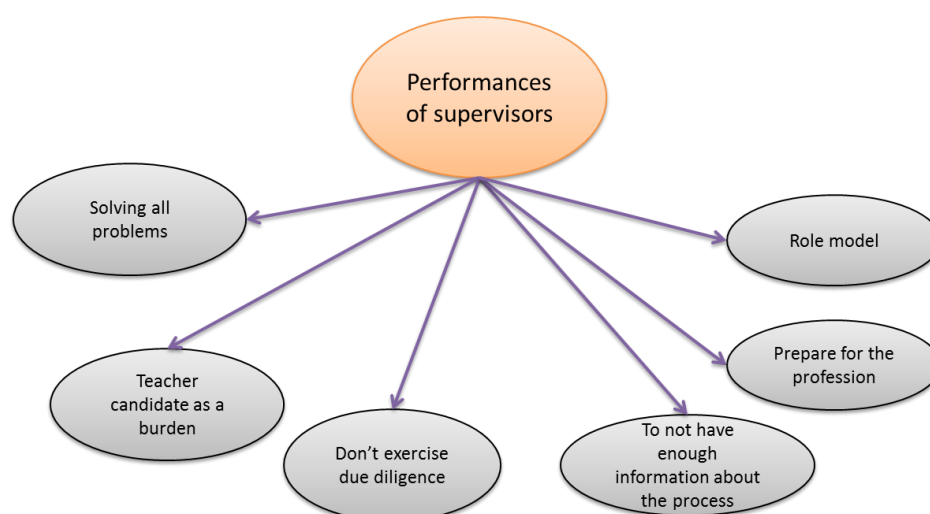

Figure 5. *The views of teachers the performances of supervisors in the process of training candidate teacher.*

In Figure 5, teachers stated that supervisors could be model for them, they were helpful for preparing the profession and supervisors could solve the problems in that process. Accordingly, they stated that supervisors did not have enough information on that process and they could not be attentive. The views of teachers were given below;

"… My supervisor was helpful for me during the whole process and answered all of my questions. Yet, I witnessed some supervisors who thought that teacher candidates were a worthless task for them." (T1)

"… Because being a volunteer for supervising was not taken into consideration, some of supervisors thought that it was drudgery and they did it reluctantly." (T4)

"… I think, my supervisor was an excellent person. My supervisor taught me that what I need to do and what I should not do." (T5)

"… I think that all of supervisors behave attentively since they know they will be a role-model for teacher candidates". (T6)

"… Since they were not informed about the process adequately, supervisors did not know their tasks correctly." (T8)

"… Some of supervisors tried to be helpful for their teacher candidates; however the others did not want to be a supervisor because of the formal forms and meetings." (T9)

"… I am really very lucky because had an experience with an experienced supervisor." (T10)
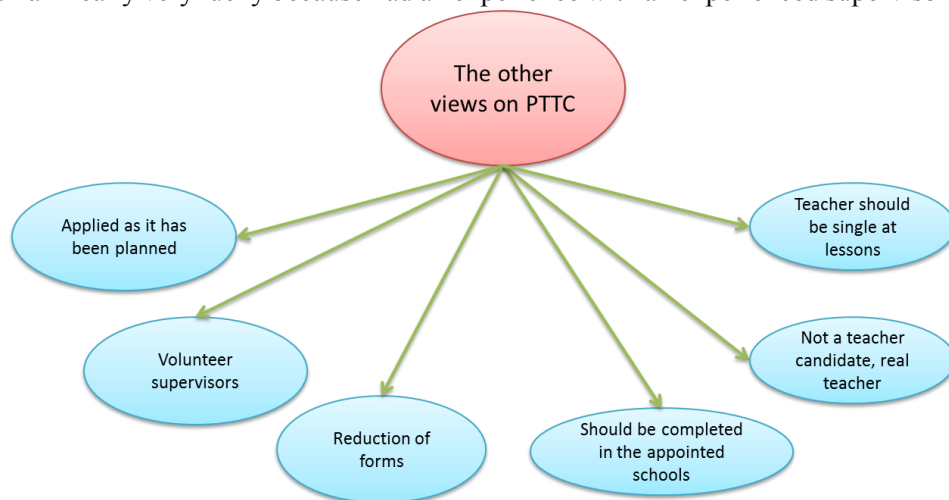

Figure 6. *The other views of the teachers on the process of training teacher candidates.*

In Figure 6, the other views of the teachers on this process and their suggestions for the problems during the process were seen. The teachers suggested that this process should be completed in the appointed schools, supervisors should be volunteers, the program should be applied as it has been planned and the number of forms should be limited. The views of teachers were given below;

"… Even if it was good at theory, it did not work in practice." (T1)

"… The supervisors should be selected more attentively and everybody should complete the tasks more sincerely. The number of forms should be diminished and they should be organized carefully in order to be really useful for the candidate teachers." (T2)

"… Actually, it was good program, yet it did not work. For instance, the students did not believe that you are a real teacher and they think that you are just an intern, so you cannot complete the lessons effectively, and it is a deficiency." (T3)

"… The teacher candidates should be introduced as a real teacher to the students. And they should carry out the lessons individually." (T4)

"… It is actually logical and but it has some problems. I think that if the program is completed in the appointed city or school, it will be more helpful." (T7)

"… I think supervisors should be volunteers." (T8)

"… The most important one, it should be applied how it is planned." (T9)

"… It could have been more effective if there were some conferences for each week. At least half of the process could have been completed in the appointed schools." (T10)

Discussion, Conclusion and Suggestions

Discussion and Conclusions

This study examines the views of teachers who have been appointed in February, 2016 in Turkey on the field of "teacher candidate training program" that was firstly applied in Turkey.

There different views of teacher candidates on this field. Some of the teacher candidates think that it is a process of acquiring professional experiences; however the others believe that it is a time-consuming process. Additionally, some of the teachers state that it is a process which gets stuck into being a real teacher and being an intern teacher. Teacher candidates also state that they are demotivated because they are seen as a real teacher in their training schools. Teacher candidate should be accustomed to school, the school environment should be introduced to teacher candidates and they should be acquired a sense of belonging in their first days in the school (Boreen, 2009, p.122). When the courses on practicum and school experiences given at universities, it is seen that many of the teacher candidates can pay attention to these courses (Altintas & Gorgen, 2014; Kirksekiz, Uysal, Isbulan, Akgun, Kiyici & Horzum, 2015; Yildiz, 2012; Yilmaz & Kab, 2013). It is thought that if teacher candidates are seen as real teachers by the students and they are thought as a colleague, it can make profit for teacher candidate on having positive attitudes towards being a teacher and loving their professions.

It can be said that teacher candidates have less problem than the previous ones in their first years in the schools thanks to the program of training candidate teacher. The teacher candidates in this study stated that they had some important skills such as professional experiences, introducing a course, problem-solving, knowing on formal processes thanks to this program. According to Toker Gokce (2013), the first experiences on teaching could affect the all teaching process during the whole life; and a teacher candidate who is trained adequately at the beginning of his/her professional life can adjust easily to school atmosphere and teaching process. Yalin (2001) claimed that there have been some problems for teacher candidates such as school administration, education system and in-service teacher training programs. Ozpinar (2008) also stated that teacher candidates have firstly problems on having teaching materials; accordingly, Toker Gokce (2010) found that teacher candidates have problems on teaching appropriately, teaching literacy, classroom management and making suitable plans. It is shown by some researches that because teachers who newly start their professions are novice, they can have problems on adjusting social environment and students, and also communicating with students (Erdemir, 2007; Ustuner, 2004). For the teacher candidates' problems, it can be said that as a new process, the program of training teacher candidate can solve some of the problems.

It is stated that one of the problems in the training program is the huge number of formal forms and those are very time-consuming. It can be thought that those forms can cause consume lots of time for both teacher candidates and their supervisors, so the training program is not so efficient for them. The teacher candidates in this study stated that they fulfilled the form that supervisors had to fulfill. Additionally, it can be said that enough attention did not paid during fulfilling those forms. One of the most important details of this program is the permission of attending the training program in different cities from the appointed ones. In general, teacher appointments are conducted in the east of Turkey. However, teacher candidates in the program completed the process in the west of Turkey. In this sense, the candidate teachers in this study justified that this program should be applied in the appointed school partly or totally because it was a deficiency of this program. Duskun (April, 18, 2016) stated that this program was a handicap to adapt the appointed schools and it could retard the adaptation process of the appointed schools. Accordingly, it is seen as difficult that one of the aims of the program stated as "The teacher recognize educational environment in which s/he teaches and s/he knows the social environment" cannot be completed because of this deficiency of the program.

Ozdemir and Yalin (2000) mentioned about teacher candidates need to academic support and help during their first years and they stated that the first years of teaching process had a critical period. Gokyer and Ozer (2014) also stated that intern teachers who could succeed to be appointed needed to be supported by guidance teachers. As a result of this study, it was found that the teacher

candidates were not pleased to the supervisors' performances during the program. As for the reasons of this problem, they stated that supervisors were not volunteers, they did not have a financial profit and they did not have enough information about this program. It is basic that supervisors should be selected from the teachers who have been teaching at least for ten years, being a participant of national or international projects as coordinator, supervisor and participant, participating in social activities (e.g. theatre, poem recitation, school newspaper, school journal, school tours, sportive activities), having a good communication skill and being in the same discipline with the candidate teachers (Ministry of National Education, 2016). Some of the basic roles of supervisors are organizing the working plans of the teacher candidates, helping them to adjust the program; observing, evaluating and guiding the teacher candidates and expressing their experiences to teacher candidates. One of the most significant factors for a successful program can be thought as supervisors. For this reason, it should be supplied that supervisors should be volunteer and they should be informed about the program effectively.

After a supervising period, intern teachers stated that they could be more satisfied with their professions and they could be more successful while solving official problems (Boreen, 2009, p.25). In Turkey, since there is not a guidebook in which guidance information for teacher candidates, those teachers have to fend themselves on this field (Toker Gokce, 2013). If teacher candidates have not any guidance, their professional development will be both problematic and time-consuming (Azar & Cepni, 1999). The process of training teacher candidate can be a well-designed program in order to solve the problems of training teachers until today. In this sense, this program should go on as reducing its deficiencies and teachers should not be started at being a principal teacher without attending the training program.

Suggestions

As a result of the study, it can be said that teacher candidate training program can be very effective on training teacher candidates. For this reason, it can be suggested that this program can be modified with the help of this study.

Both in this study and in some other studies in the literature, some deficiencies of preservice training and in-service teacher training programs have been stated. Therefore, it can be suggested that practicum and school experience courses should be revised. The revision of those courses can be useful for having a well-designed teacher candidate training program.

As following the teachers who have been participated in teacher candidate training program in the schools, some precautions can be designed in terms of their problems in their appointed schools. In this sense, program evaluation studies are important in order to evaluate the process and applying the program effectively.

In teacher candidate training program, the role of supervisor is crucial. As a result of this study, as considering the views of the teacher candidates, it can be said that studying on this field is seen as a necessity. For this reason, some revising studies should be carried out by Ministry of National Education and supervisors should attend the process adequately. Additionally, it is thought that the collaboration between faculty of education and Ministry of National Education can support this process.

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